DOCUMENT RESUME

ED 103 039 JC 750 183

AUTHOR Jones, Roger E.
TITLE A Model for Minority Representation in Journalism.
INSTITUTION Jefferson Community Coll., Louisville, Ky.
NOTE 10p.

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS *Developmental Programs; Educational Change; *Educational Disadvantagement; Group Status; *Junior Colleges; *Junior College Students; Minority Groups; Publicize; Remedial Programs; *School Newspapers; Student Attitudes; Success Factors
IDENTIFIERS HEAP; *Higher Education Achievement Program

ABSTRACT

The Higher Education Achievement Program (HEAP) at Jefferson Community College (JCC) in Kentucky is designed to recruit 100 "nontraditional" students into the college and to help them to succeed with college-level work. For the 1974-75 academic year, this group included representation from such minorities as women, blacks, older students, the poor, and most other groups which have traditionally had little voice in the academic community. Recognizing that the usual status of developmental programs is low and that other members of the college community tend to ignore those in such programs, the HEAP coordinator at JCC organized "The Higher Times," a HEAP newspaper. This two-page newspaper inserted in the regular JCC newspaper provides an opportunity for HEAP students to express their views, interests, and needs, and prompts recognition of their existence. It has proven to be an effective organ for communicating the purposes of HEAP to JCC's faculty and students, and for keeping HEAP students informed of programs, plans, and activities. Also, it has resulted in increased consideration of the program. A poem written by a former HEAP student is quoted and 15 myths about educational change and innovation are questioned. (Author/DC)

ED103039

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A MODEL FOR MINORITY REPRESENTATION IN JOURNALISM

by

Roger E. Jones
Coordinator, Higher Education Achievement Program

Jefferson Community College
Louisville, Kentucky

JC 750 183

"A Model for Minority Representation
in Journalism"

One of the most difficult problems facing any special developmental and/or compensatory education problem in higher education is that of establishing "real" and important positions of power and influence within the academic superstructure. In spite of the fact that many faculty members and administrators are empathetic toward these programs, it is difficult to influence academic policies of the institution to more adequately serve the needs of "non-traditional" students. Many factors inhibit this process. Some of these are: (1) seldom do the developmental faculty members have tenure or important committee assignments; (2) departments and other programs are often locked in rivalries; (3) most of these programs are temporary in nature, and (4) there is often an inherent "elitist" attitude regarding developmental education programs among many faculties. These and other factors, such as the constant struggle against the concept of "remediation," often doom many developmental programs from the start. In short, without a meaningful position of power within the academic organizational structure or control of some communication organs to articulate the views of the program, failure is almost assured. The Higher Education Achievement Program (HEAP) at Jefferson Community College, Louisville, Ky., has found a rather unique and highly successful method for articulating the purposes of HEAP and affecting changes in academic policies.

The Higher Education Achievement Program (HEAP) is an experimental program in developmental education at Jefferson Community College, Louisville, Kentucky. As the only program of this type in the University of Kentucky's community college system of thirteen colleges, HEAP is attempting to provide a more humanistic and personalized form of instruction for the "non-traditional" students. HEAP is, in effect, a mini-college within a college. As a total educational project, it includes elements of curriculum innovation, faculty development, research, and extended student activities and services. The HEAP concept was conceived and developed largely through the efforts of the Education Improvement Program division of the Southern Association of Colleges and Schools. The EIP staff and the other members of the HEAP consortium have provided a constant source of assistance and stimulation for the experiment at J.C.C. In an era when educational institutions often lack the optimism that is generated by the pursuit of a larger purpose or goal, the HEAP at Jefferson has demonstrated that it is not only possible for the "non-traditional" student to compete successfully on the college level, but also that a core of mentors and students dedicated to a common goal and laboring together can restore a sense of purpose and humanism to the educational processes.

Designed to specifically recruit 100 "non-traditional" students, the HEAP program at Jefferson recruited students from all segments of the population which have traditionally been denied the opportunity for successful college achievement. For the 1974-75 academic year, this population group included representation from such minorities as women, blacks, older students, the poor, and most other groups which have traditionally had little voice in the academic community. For example, 67% of HEAP's 1973-74 fall semester registration was female, 69% was black, and the average age was 24 years with a range of 16-57 years. Eighty-four percent of the students had household income of less than $7500/yr. and 39% below $3000.

While the HEAP at Jefferson experienced many successes in terms of skills development and student activities, the publication of their own newspaper represented an outstanding example of mentor-student - J.C.C. cooperation in the attainment of a common

goal. The HEAP staff consists of seven mentors chosen for their academic compentency and their ability to empathize with the "non-traditional" student. The HEAP curriculum consists of a basic communications core. Courses for which college credit may be obtained are Reading, Writing, Speech, Mathematics, Philosophy, and College Orientation. An interdisciplinary approach to the cognitive and affective domains has fostered integration of course work and student activities. The solidarity of purpose generated by effective team interaction has demonstrated the vast potential of the "non-traditional" student. It has also demonstrated that no amount of empathy and no amount of well-founded intentions can obscure the fact that while the "non-traditional" student constitutes a large segment of the student body on many campuses, they have very little influence on the institution's academic policies or student services. Usually developmental courses are tacked on to divisions whose chairman only tolerate their existance and are taught by the young and relatively inexperienced instructors. Thus, little status is obtained by teaching "remedial courses." While instructors for developmental courses are often sincerely dedicated to their task, the constant struggle to achieve some form of legitimacy within the system detracts considerably from their efficiency and effectiveness. Rather than compassion, empathy, and well-founded intentions, the "non-traditional" student must have tangible elements of the institutions under their and their faculty's control in order to insure adequate protection of their interests within the institution.

THE HIGHER TIMES - HEAP's Newspaper

Aside from important structural elements of the institutions organization, e.g., a division of developmental studies, which could protect the interests of this segment of the student body, a communications organ in which their views, interests, and needs can be articulated, is a powerful vehicle to prompt recognition of their existence. Of all the various types of activities sponsored by the HEAP program this past year The Higher Times, HEAP's newspaper, proved among the most successful in focusing

attention on the needs of the "non-traditional" student. The Higher Times is, in effect, a newspaper within a newspaper. The Higher Times is a two-page newspaper published inside Jefferson Community College's newspaper, The Quadrangle, with its own masthead, faculty sponsors, and staff.

Largely through the efforts of J.C.C.'s faculty sponsor, the Quadrangle has become one of the outstanding college newpapers in the state of Kentucky. In 1973 the Quadrangle received the Fifth Annual Community College Newspaper Award as the outstanding newspaper in the community college system. In 1974 the Quadrangle was runner-up in the state for all college newspapers with enrollments of under 5,000 as judged by the Kentucky Inter-Collegiate Press Association. These accomplishments are all the more dramatic when it is considered that the Quadrangle must generate its own funds. Not only has J.C.C.'s faculty-sponsor of the Quadrangle shown the desire and courage to experiment by accepting the "newspaper within a newspaper" concept, but she has displayed a cooperative and tolerant spirit which has contributed to an excellent product. The award the Quadrangle received from the Inter-Collegiate Press Association last year dispelled most faculty fears that HEAP students would corrupt the quality of the paper.

The Higher Times has proven to be an effective organ for communicating the purposes of HEAP to Jefferson's faculty and student body, keeping HEAP students informed of the programs, plans and activities and, perhaps most importantly, it has provided a medium for expressing the ideas and feelings of the HEAP student body. The following poem by a former HEAP student while perhaps somewhat lacking in refinement, nonetheless, deals with the essential elements of man's existence and represents, in a sense, "a cry of help from the innermost depths of our social order." It requires a high degree of insensitivity to ignore the plight of many such students. And as a result the HEAP staff's efforts in providing an opportunity for HEAP students to voice their needs, thoughts, and concerns, increased consideration is being given to this rather large segment of Jefferson's student body.

THE WAYS I WAS BROUGHT UP, AND HOW I FEEL ABOUT LIFE.

Mark H.E. Hale

I'm just a poor child.
Building my way up.
Most of the times its rough, sometimes it's mild.
Not as easy, as drinking water from a cup.

To be part of the world.
I'm just One of a kind.
To go straight or to bend with a curled
If you like me, or hate me, I don't mind.

To get into a fight.
To show them where I stood.
To be white.
And to live in a black neighborhood.

To battle in a field.
To fight, when you know your right.
With arms, legs, and your body as a shield.
Anytime, day or night.

The ways some people dies.
To be killed with a knife.
Which is a world of truth and lies.
Well I guess, that's what they call life.

From good to bad.
To be greedy, or to share.
Sometimes your happy, sometimes your sad.
Not to cheat, but to be fair.

Now that I'm older.
The books piles on.
When you are alone, you get colder.
My childhood days are gone.

Everyday I learned more.
From where I stand.
Of my responsibility and my chores.
I'm just a man.

All the people and all the things I know is just a collection.
You want to know these things, because of love.
And give them affection.
Which we got it from God, up above.

A small house for some people.
To get in front of people with a jump.
For God, a church with a steeple.
Instead of getting push around, or getting bumped.

(continued)

I know a little about plant and animals
But you start learning things inside the house.
To walk on the ground of rocks and minerals
On the outside, from a Elephant to a mouse.

Of the things I hear, with my ear.
From where I can be found.
To walk the streets without any fear.
I'll alway be around.

One of these days, I will come to a stop.
Like a river its alway flowing.
To get to the top.
But for the time-being I'm still going.

In my mine, its all up here.
I won't have to fake it.
To be brave and shout with a cheer
I know I can make it.

* * * * * *

LESSONS FROM HEAP

The Higher Times has been a valuable experience not only for the HEAP student body, but it has also been an invaluable instrument for affecting faculty and administrator attitudes regarding "non-traditional" students. Two main lessons regarding "non-traditional" students appear well founded from this year's HEAP experiment. First, is a realization that individual faculty and staff members must have the courage to take bold and imaginative actions. In short, they must be willing to take a chance with the "non-traditional" student and provide them a source of power within the institution. Second, is a realization that "non-traditional" students, given the appropriate learning environment, can accomplish acceptable college level work.

In addition to these lessons, the HEAP program, in its first year of existence, has found that many cherished assumptions regarding "changes" in higher education are flawed. The following observations regarding "change" are offered for those individuals in "never-never" land and who are seeking new alternatives. Most of these observations are not new and/or original but are presented as a form of reassurance and a humorous commentary which hopefully illustrates that there is, indeed, much maneuverability and

opportunity for change within present structures. Each "truism" is presented followed by a comment regarding "reality."

1. It is supposed one will or can be creative without causing friction within the present system. In fact, this friction represents action -- the first indication of potential creativity.

2. It is widely assumed that while punishment in the form of, e.g., a failing grade is necessary to promote motivation in students, the same punishment (in other forms, of course) stifles instructor creativity. In truth, punishment and/or sanctions can and do often produce desired results, whether for faculties or students. Of course, the resulting avoidance behavior is a much less efficient process and sanctions are unnecessary most of the time.

3. The failure or the ability of institutions of higher education to affect meaningful changes is almost universally lamented. There is, of course, little reason to expect institutions to be agents of change when they were designed to preserve traditions and to protect its membership.

4. The impersonal nature of institutions of higher education is indeed tragic and widely deplored. Rational procedures are surely impersonal; however, this fact is their only redeeming virtue. Equality is maintained in reference to a particular group regardless of personal influence. It is, of course, debatable whether the number and kind of procedures are appropriate to a particular environment.

5. It is often assumed that once the "person" responsible for a particular problem has been identified, the problem has been solved. In reality, most important problems have been around a long time and tend to perpetuate themselves since they are never attacked directly.

6. It is assumed that there is somehow a relationship between instructor teaching productivity and professional degrees and status. In fact, little change in instructor teaching production can be expected until a reward system adapted to teaching productivity is adopted.

7. Most educators, no doubt, feel they have a valuable product and attribute a lack of understanding of this product to today's youth since many are not opting for a college education. In terms of the market place, it is quite rational for many students to forego a college education. In fact, if more time were spent examining and articulating the lasting values and relevant aspects of a college education rather than examining the deficiencies in the student population, much better results could be achieved.

8. As is the case with many environmentalists, most educators explain the failure to do this or that because of the lack of "money" and/or resources. This static view regarding physical and educational resources fails to recognize the almost infinite possibilities for the rearrangement and utilization of present resources which could produce more desirable results. In addition, this static view of man's resources fails to include the human intellectual element -- without man's creativity there would be no resources.

9. It is assumed there is such a creature as a "college level student." After much searching, I have never been able to find a description or any other characterization for this creature.

10. Once a problem has been identified and/or stated and no solution to the problem can be found, it is usually considered an act of heresy to redefine the problem in answerable or soluble terms. In truth, of course, the entire foundation of science rests on asking answerable questions.

11. It is believed college administrators administer. In reality, most time is spent in protecting one's position and diffusing responsibility for any action. Which, by the way, has been postponed as long as humanly possible.

12. It is assumed colleges are designed to serve students. With perhaps one or two exceptions, students have no representative to protect their interests within the system. Actually, students are in much the same situation as consumers in general.

13. The myth still prevails that somehow an education can significantly affect the distribution of income in this country. No amount of educational reform is likely to result in a more equal distribution of wealth since this problem is a political one -- not educational.

14. It is apparently assumed that innovations in small doses can significantly affect changes in an institution's direction. In reality, the institution is much more likely to absorb and change the innovators considering its greater resources, etc.

15. It is strange that most institutions of higher education are constantly seeking to maintain equality of opportunity while requiring some test score as an admissions requirement. The DeFunis case has recently demonstrated the impossibility of maintaining equality of opportunity for all groups through the use of test scores. In truth, the only apparent way to maintain equality of opportunity (for success as well as failure) without discrimination in terms of social origins is a lottery system.

I am sure the reader can add many observations, all equally valid, to this list. As the list broadens increased optimism should be forthcoming. For with increased complexity comes increased maneuverability, and as is the case with my great endeavor, it is wise to maintain a sense of humor and humility regarding institutional complexities.

Dr. Roger E. Jones, Coordinator
Higher Education Achievement Program
University of Kentucky
Jefferson Community College
Louisville, Kentucky 40201

UNIVERSITY OF CALIF.
LOS ANGELES

APR 4 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION